

Childhood Education

Looking at
Practices

March 1961



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For Those
Concerned with
Children 2-12

To Stimulate Thinking
Rather Than Advocate
Fixed Practices

Childhood Education

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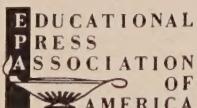
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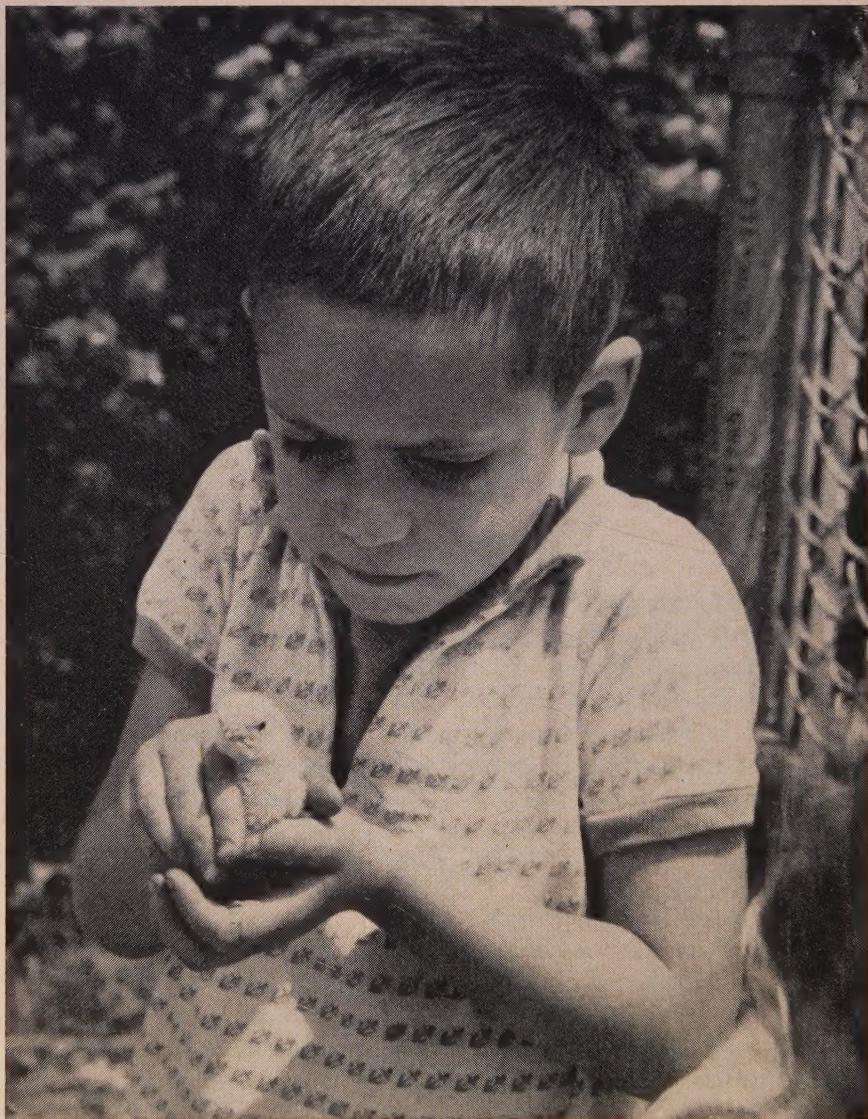
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"... to vitalize teaching"

By LAURA ZIRBES

Appraising Our Practices

APPRAISAL IS CONCERNED WITH WORTH, AND THE WORTH OF OUR PRACTICES in childhood education is contingent on their educative effects on children. That may sound trite, but it becomes vitally challenging and significant when the distinctive values and qualities which make for educative worth are given due consideration in criticism, evaluation, appraisal and practice.

It is nothing short of shocking to note how seldom clamorous criticisms are submitted to considered appraisal before they are publicized. It is no less shocking to note how many relatively worthless practices persist for the lack of appraisal in use. Improvements would usually result if practices were submitted to continuous appraisal as a basis for further use or increased effectiveness. Similarly, continuous appraisal might take account of new ideas, new resources, changing conditions or needs. That is what leads to advances in many fields. Precedents cannot be counted on to guide advance. One needs only to consider the precedent-breaking changes that are accountable for advances in medical practices, in nutrition, in science and industry, in communication and transportation.

Most of our widely used practices in teaching are time-worn stereotyped processes which have never been submitted to appraisal in use. *Any teacher* can gather evidence concerning the relative effectiveness of the more or less habitual approaches and procedures used day after day. *Any teacher* can consider the impact of a given practice on learners, and its educative worth. *Any teacher* can try out various ways of increasing the effectiveness of a particular practice, appraising the ways in which teaching contributes to learning. This is quite a different process than merely testing pupil achievement.

Any teacher can make forward adjustments and grow in service by this process of continuous appraisal. Concern for values which give worth to teaching is bound to improve learning. Good teaching combines related values so that they augment and reinforce each other in ways which vitalize learning and engage interest and effort. Good teaching seeks to create and maintain conditions that favor cumulative effective learning. Such learning is developmental and educative.

Hence, we should

- focus on values as we teach;
- relate values that reinforce each other;
- liven or vitalize our teaching;
- engage interest and effort;
- seek to create and maintain the conditions that favor interactive, cumulative learning and use;
- be concerned about carry over to further learning and use, because that is educative and developmental;
- be concerned about individual needs and reactions, as well as group rapport, morale and human relations.

Day-by-day appraisals would sensitize us to values and help us to improve our practices. This would add zest to our work and intrinsic satisfaction to our endeavors.

Laura Zirbes is professor of education emeritus, The Ohio State University, Columbus.

What Is Your Objective?

Goals and practices should go hand in hand, and these goals should not be empty words. They should be general and also specific goals. General goals serve a purpose when they point out what education all the children should receive. These need to be analyzed and broken into specific tasks which children will explore.

ACCORDING TO CHARLES LAMB, WE learned to eat roast pork when a Chinese boy burned down the family house with the pigs inside. For a long time people learned to eat roast pork by first burning down their house. This type of learning was effective, but very costly. Most societies try to eliminate some learning by trial and error by transmitting to the young the results of past experience. In our complex society we have found it necessary to establish schools which provide a purified environment with experiences selected to help children develop toward desirable goals.

As teaching becomes more professional there is a growing realization that this environment and these experiences need to be considered and selected more carefully. Keeping in mind patterns of child development, principles of learning and characteristics of our society, the growth and learning of each child need to be nurtured and guided in an expert manner. The planning involved in teaching should be no less systematic or complete than that demanded of a successful military operation and should include statements of defensible goals and a list of activities to achieve them. As of now, most objectives formulated by teachers are so vague, so general or so all inclusive as to be unattainable even by a superman.

General objectives serve a purpose when they point out what education all American children should receive. The

objectives formulated by the Educational Policies Commission, for instance, emphasize how each child should be guided to the maximum development of the self in harmony with his fellow men. Likewise, the Report of the President's Commission on National Goals released in December of 1960 underscores the need to concentrate on those elements that make democracy distinctive from other ways of living. Our teaching must exemplify such principles as the right of individual choice, the responsibility that each individual has to safeguard his rights and the rights of others, respect for the individual person, and a dedication to eradicate from the world the four horsemen of hunger, disease, ignorance and war. General objectives such as these need to be further analyzed and broken down into the specific tasks which children will explore or practice within a unit being taught.

The following steps should help a teacher to define and state professional-type objectives:

- Choose specific objectives that can be attained, practiced or begun within the duration of a unit of teaching.
- State objectives in terms of pupil behaviors that should result from the planned experiences of the unit.
- Insure that a pupil behavior is involved. Preface the objectives with a suitable statement; e.g., *as a result of this unit the pupil should be able to:* identify, locate, use.
- Identify objectives under the three general types of behavior: skills or competencies,

attitudes and appreciations, understandings or generalizations.

- Avoid general and vague terms that are impossible to observe, to measure, to attain, or which need further definition, such as the following: *Know* all the presidents of the United States. *Understand* how a generator works. *Become* acquainted with the value of milk.

Understandings

This section identifies the knowledges or generalizations to be discovered by children during the unit. Generalizations selected should be those that a child ought to remember as he copes with present or future problems.

Examples of generalizations:

- All persons are essentially alike and equally worthy of respect.
- Social groups begin when individuals decide to cooperate to solve common problems.
- Increased speed of transportation and communication is increasing man's interdependence.

Instead of identifying generalizations, the teacher may wish to indicate the specific behavior that demonstrates understanding by use of such words or expressions as:

- Describe, list, classify, identify, illustrate, interpret, plan, compare, evaluate.
- Identify likenesses and differences between new and old situations.
- Explain causes and effects of an action or situation.
- Recognize stereotypes, clichés, bias, propaganda.
- Select the best method for performing a task.

Skills

In this area the teacher identifies the skills, abilities or competencies that children will practice or master in the unit. These skills might fall into two main categories:

STUDY SKILLS:

Ability to *locate* information to help solve a problem by using such sources as: library facilities, interviews, maps, graphs, pictures.

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Ability to *organize* material by: outlining, taking notes, arranging information in sequence, etc.

Ability to *interpret* information by: using word clues, selecting important facts from content, observing outstanding or recurring characteristics.

SOCIAL SKILLS:

Ability to participate in discussion in small groups; to speak to large groups; to concentrate on what the speaker says; to work harmoniously with others; to concentrate on individual tasks.

Sample statements of attitudinal objectives:

- Be curious and anxious to discover.
- Acquire confidence in . . .
- Be willing to share, help, cooperate.
- Be determined to persevere.
- Admire qualities of great persons.
- Appreciate comforts bequeathed to us through the hardships of our forebears.
- Feel reverence and awe in considering God's creations.
- Be grateful for the contributions to our living by other cultures.
- Be willing to like and respect people who are different from us.
- Enjoy beautiful things, such as songs, paintings, outdoor scenes, etc.
- Desire to sacrifice personal enjoyments to make someone's life more enjoyable and complete.

Having defined the objectives to be taught during a unit of teaching, the teacher can use them to suggest a variety of experiences in or out of school which will contribute to these objectives. He can also make checklists or use them as criteria to determine the progress each child makes in attaining these goals.

The work of a teacher is the most important and complex of any in our land. The proficiency of teachers to formulate and implement goals will determine the survival and growth of democratic processes in coming generations.

The Family Teaches, Too

The family is the basic nurture group for its members. New members receive basic training for the various roles they will play as adults. The way of life learned in a family is passed on to the community and to the nation.

YOUR HOME IS A SCHOOL THAT IS ALWAYS in session and you are the teacher. Your children are learning something from every social experience. All through the day they are given definitions of the way to act or behave. Many parents fail to appreciate this fact.

Adolescents are in the process of learning adult roles they will be playing in a few years. Within a sheltered setting the new member of the family is introduced to American society. A child learns without incurring severe penalties for his mistakes.

The family is one of our basic institutions. Its strength and well-being are essential to the health of our nation. This basic institution dates back to the earliest records of man. Around the world the family is of primary importance in socializing the individual. Some form of family life is found in every society from Eskimos to Hottentots.

Family—Basic Nurture Group

When we use the term *nurture* in reference to people, it means much more than supplying the food needs of man. Man's social and psychological needs are many and must be satisfied if he is to be happy.

Unlike other mammals, man has no instincts. We may consider a pattern of behavior that does not have to be learned

an instinct. For example, a robin knows exactly how to build a nest without having to learn how from an older robin.

Although man has no instincts, he has a tremendous capacity to learn. Superior mental capacity is one of the factors which distinguishes man from other mammals. Another factor is that human beings are helpless and dependent longer than any mammal.

These two factors contribute to the family being a basic nurture group that is universal. The family provides the most effective means of feeding, clothing and sheltering an individual during this long period of dependency. This time span would range from about fifteen to twenty-one years in the United States.

As all of man's activities have to be learned, the family provides basic training for the new member. Learning our American way of life begins with the infant's association with mother, father, brothers and sisters.

Only the school approaches the family in its opportunities to influence one's personality. The continuous, intimate association that family living provides makes it a basic nurture group. This socialization within the family group provides excellent opportunities for learning our complex way of life. The family transmits the cultural heritage of the nation from one generation to another. Children

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usually adopt the political affiliations and religious preferences of their parents.

For Every Status a Role

Your first social status or place in the community is provided by your family. This initial status gives one a starting position. Later you may change your social standing in the community.

You have a status in every social situation. A man has the status of husband in one situation, employee in another, club member in another and on and on. Each status has certain rights, privileges, duties and obligations.

When the privileges and duties of a status are put into operation, we call it "playing a role." For every status there

is a role. Shakespeare was referring to this when he wrote: "All the world's a stage, and all the men and women merely players." A role is actually the "part" you play in life's many scenes. We have certain expectations as to how these roles are to be played.

Man has to learn the various roles that go with his many statuses. The family plays a vital part in training its younger members for future roles as husband, father, wife, mother.

Parents are aware of their formal efforts to train their children, such as how to eat nicely and how to drive a car. What is frequently overlooked are the various ways Father or Mother unconsciously give particular emphasis to certain acts. An approved act is rewarded with a smile or nod of approval. A frown tells the youngster he has done wrong.

Children also learn roles by watching the drama played by Mother and Father in the day-to-day affairs of family life. The younger members re-enact what they

The family gives children the security essential for healthy personality growth.



have observed. When small children are playing house, they play father and mother roles as they have learned them from direct observation. *Parents and other adults should be keenly aware that their behavior serves as an example for children.*

The family defines what is right or wrong and instills values and attitudes in its members. *The family can do an effective job because it provides these definitions early in a child's life.* The definitions are reflected in a child's views on loyalty, honesty, minority groups and other social relationships. Attitudes, values and codes transmitted by family influence the adolescent for the rest of his life. Therefore, *the family as a basic nurture group contributes to the behavior of every person regardless of his age.*

Meeting Psychological Needs

The family must also meet the psychological needs of its members. The emotional life of its members is just as essential as the more easily recognized physical needs for food, clothing and shelter. *Parents are of primary importance in supplying emotional security for children while they learn the statuses and roles that go with our way of life.* One of life's most tragic sights is that of a rejected child and the impact of insecurity on his personality.

The family gives children the security that is so essential for healthy personality growth. A sense of belonging contributes to this feeling of security and well-being. Well-expressed affection is one means of strengthening this feeling of security. The family provides security through a stable home life and frequent demonstrations of affection.

The successful family provides the best organization for meeting the four fundamental wishes identified by W. I. Thomas,

a sociologist. The four wishes or desires are: security, new experience, recognition, and response. Security has been discussed.

The desire for response is closely related to security. One of the family's primary functions is the giving and receiving of affection. Kissing and other means of showing affection are necessary for the emotional development of a child. Demonstrations of affection between parents and their children meet the wishes of both for responses and emotional security.

From Known to Unknown

A child can realize his wish for new experiences less painfully through the guidance provided by parents. They help the younger family members make the transition from the known to the unknown.

The wish for recognition is present in the everyday activities of children. In fact, they frequently demand recognition by saying, "Look at me, Mother," or "See what I have done!"

Recognition by parents contributes to a child's self-esteem, gives him self-confidence and encourages him to try even more difficult activities. *Telling a boy he has done a good job assures him that he has played this particular role correctly.* Your comments provide guideposts for the younger members. A child is able to gauge his progress in learning new roles.

The family nurtures infants through the dependent years. It passes on the cultural heritage of the family, community and nation. It defines what is right and wrong for its members. New members receive basic training for the various roles they will play as adults.

How well the family is performing its functions as a basic nurture group is reflected in the strength of each nation and its citizens.

Classroom in the Woods

Maurine Sweitzer, seventh-grade teacher, Maryville, Tennessee, describes school camping with its practical learnings: living with others, responsibility, dependability, good manners and basic science. Some of the intangibles, however, cannot be measured.

CAMP TIME CAME—A LONG-AWAITED EXPERIENCE for Mrs. Willis' class of seventh-graders. The thing uppermost in Mrs. Willis' mind the entire year was that her class would accept and learn to live with their mixed feelings of wanting to be grownup but at times wanting to slip back into the security of childhood. She felt that the day-to-day living together at school could be a time when they would put into practice much that would help them make the natural changes of body and mind which are a part of this age. She believed that, as in other years, the camp experience could be a fitting culmination of the year's experience in living together.

Pre-Camp Planning

The class had good preparation for the camping experience. They began their new adventure by setting up objectives and rules for the school year. Mrs. Willis told the boys and girls that no matter where one is, there are always some rules one must follow which are set by authorities to help avoid making mistakes. The majority of the objectives and rules, however, were made by the students. As the year went by they felt that this was the best class of all. It was so much easier to

observe rules which they themselves had helped to make. Studying came easier, and school seemed more interesting in such an environment.

The cost of the six days of school camp was twelve dollars. Many students earned a part or all of their fees by working at extra chores at home, baby-sitting, delivering newspapers, washing windows, raking leaves, cleaning basements and selling greeting cards. Mrs. Willis taught them how to approach a customer, to show and tell about their samples, and to complete a sale in the right way. They also made up skits and a short play which other classes paid to see.

In connection with their study of nutrition they planned the camp menu, checked to see that it was balanced, and worked out some of the recipe amounts for arithmetic class.

A science class field trip into the woods near school was good practice for later field trips at camp. For the excursion students divided into groups of eight or ten, with a leader in each group. They found evidences of animals, collected seeds and dried materials which they used to make a picture.

As camp time drew near, charts and job cards were made, cabin and adven-

ture groups formed, vespers planned, and cabin titles such as "Trillium Lodge" or "Pack Rat Inn" burned into wooden plaques. Camp counselors from nearby Maryville College came to visit and discuss plans.

At Camp

One Sunday afternoon in early May, cars came pouring into camp with happy, excited students. At the assembly hall Mrs. Willis greeted them and directed them to their cabins. The counselors helped each group to get settled and to feel at home in the cabin.

After a tour of the camp area all sat down on the green lawn for a sack lunch. As evening shadows fell they trekked up the pathway to the outdoor, log-seated chapel-on-the-hill. All was quiet. The sound of water, the wind in the trees, the far-off call of a whippoorwill—this was chapel-on-the-hill. They had thought about it, they had planned for it, and now they were here. There was no adequate description for the feeling which pervaded their beings.

After vespers the group saw "Consider the Lilies," a movie in color of the natural beauty of the Smoky Mountains. Then each cabin captain, proudly carrying a kerosene lantern, led his or her group to the cabins.

When Janet and Ann were brushing their teeth at the wash-house, a fluttering around the light drew their attention to the soft green beauty of their first Luna Moth.

Jobs for All

According to "Kaper Chart," Janet had waiter duty at breakfast, so she had to go early to set the table and ask one of the counselors to be host or hostess at her table. After all sang grace, the host served. Since Janet was waitress, she did

not need to draw a card at her table after breakfast for the job of scraper, washer, rinser, drier and putter-upper, or sweeper; but at lunch she would have the fun of drawing one.

Field Trips

At nine and at two o'clock, Janet met with her adventure group to go on a two-hour field trip. With a resource person and a counselor along, other adventure groups went on field trips in forestry, water biology, home in the woods or botany. During the week there were other field trips in arithmetic, entomology, soil conservation, geology and ecology. When they came to a pine woods and a bed of pink lady-slippers, Janet laughed to see big, hefty boys lying down on the ground on their stomachs to admire the dainty flowers.

In forestry, she learned why two trees which were the same age and growing side by side were different in size. In water biology, she saw the cemented pebble home of the caddis fly larvae and many other living things on and among the rocks of a stream. In arithmetic, Jim measured stumps and tree shadows and learned to find the area and circumference of a circle.

For entomology, they went to an old clay house and a barn loft to find the homes of solitary and social insects. They used wasp larvae to go fishing. They now knew how insects could be helpful or harmful to man.

Ecology class had taught them the interdependence of plants, animals and man.

In soil conservation they made miniature ponds and fixed an eroding gully. In geology they dug fossilized shells from a rock and were surprised to learn that the place where they now stood was once covered with water.

Home-in-the-Woods

Home-in-the-woods was the best of all. They cleared a space for a campfire and lashed a stool, table and lean-to. They had a cook-out with a foil-wrapped meat and vegetable supper in the coals and bread baked on green sticks. They knew then why the dessert, "Somores," has that name. After supper they had a campfire program which they will not soon forget. Every person had a job in the cook-out on the fire, food, equipment, clean-up or program committee.

We are so much a part of the many cycles in nature; we are so dependent on other things and they on us that we must do what is best for all. These were the basic learnings of the field trips.

There were two one-hour choice-of-activity periods daily. Offered were basket-weaving, digging clay for pottery, collecting hemlock cones for earrings, leaf

printing, or nature treasure hunts.

After so much activity almost everyone was ready for the one-hour siesta period for reading or sleeping.

It was hard to decide on the best evening—skit night, probably, when the boys did a mock operation and took out the patient's liver (a large fungus growth found in the woods). Square dancing was fun, too. It was interesting to learn on movie nights how to put out a fire with a frying pan and that life is like a web with the strands interconnecting. The evening of the astronomy talk was the first time for some to see and recognize constellations in the sky.

Camp was over all too soon, and it was time to go home. Each camper had made new friends and found out new things about old ones. The world of nature was now an open book to be explored. It was good to be alive. Oh! That wonderful, wonderful week of school in the woods!

Making a home-in-the-woods

Courtesy Maurine Sweitzer





Courtesy Indianapolis Public Schools

By VERA W. HOPPING

A Look at Summer Programs

Vera W. Hopping, director of instruction for Indianapolis Public Schools, gives credit for reporting summer activities to the following supervisors:

*Theodore Van Voorhees, Art
Ralph Wright, Vocal Music
Owen Beckley, Instrumental Music
Ruth Emhardt, Home Economics*

*Alfred Smith, Industrial Arts
George Farkas, Athletics, Physical
Education, Health and Safety
Evelyn Rosenbaum, Library School
Services*

MANY EDUCATORS ARE PROPOSING A YEAR-round program which, despite many unsolved questions, is an important feature of current efforts to meet today's educational needs of children. Recent surveys show that summer programs are varied and that many community agencies representing different interests participate with the schools. With this team approach gaining momentum in Indianapolis, administrators, supervisors, teachers and civic organizations are combining efforts to broaden summer educational and recreational opportunities for children.

Last June a group of parents leaving a committee meeting in one of our schools noted

children engaged in a lively discussion. Mothers were intrigued and stopped outside the classroom door. Mrs. R asked the principal, "How do the teachers motivate such enthusiasm this near the close of school?"

"Let's step inside and see," said the wise principal.

The class was discussing summer plans. The bulletin board displayed clever vacation opportunities for summer recreation and educational growth. Jane, the group leader, asked John to explain his poster about the Learn-To-Swim Program; Mary to discuss the Music Program; and Alice to discuss the Library Reading Program.

As the mothers left the classroom, Mrs. R remarked, "Now, I know why my children want to participate in many of these summer activities. Really, our summer schools were never so varied and interesting."

"Mission accomplished," mused the principal as she returned to complete summer enrollment reports.

1960 Summer Programs

The programs were twofold in purpose: to provide help in the basic skills and fundamentals; to develop special interests.

Eighty-three of the ninety-two elementary schools participated in at least one or more of the following activities offered in 1960.

ELEMENTARY SCHOOL PROGRAM FOR SUMMER 1960

Subjects	Number of Centers	Number of Teachers	Size of Class	Hrs. Per Day (5-Day Week)	Enrollment
Academic	35	105	20-25	1-3	3,481
Remedial Reading	57	72	20	1½	1,528
Library	69				3,880
Art	7	4		1-3	520
Vocal Music	27	15	20-30		1,138
Instrumental Music	22	20			2,255
Summer Music Camp	1				
Home Economics	48	25		2½ 6 sessions	2,682
Industrial Arts	3	3	20-25	1½-2 2-3 da. per wk.	70
Swimming	7	7			1,452
TOTALS	276	251	20-25	1-3	17,006

Academic Program: This included literature, reading, creative writing, speech, arithmetic, social studies and science. Regular classes met each day, five days per week, for one hour. Pupils living in the city paid no tuition; non-residents paid \$6 per subject. A rental fee for books was twenty-five cents, and an additional fee of twenty-five cents was charged for arts and crafts. All materials other than books were supplied by pupils. Teachers of the regular staff taught twenty-five hours per week.

Remedial Reading: Remedial reading classes consisted of pupils who had ability but were six months or more below the expected stand-

ard in reading. Classes concentrated on reading and reading problems for one and one-half hours per day. These students were selected by principals and teachers after a series of tests. Teachers were assigned to groups each day with no more than twenty pupils per class.

These children showed marked gain in reading and have been able to continue to improve in their regular classes.

Summer Library Reading Program: The Schools Division of the Indianapolis Public Library sponsored the summer reading program at the central and branch libraries. The theme for summer reading programs was "Around the Track with Books." As the child

read and gave the book report his car was advanced on the track. The number of pupils participating were:

Number enrolled	3,880
Number receiving certificates.....	1,438
Total number of books read and reports given to librarians	19,852
Total number of summer schools receiving library books	69
Total number of library books sent to summer schools in collections.....	3,467

This device proved worthwhile and motivated the children to read during their leisure time.

Art: Summer art classes provided a dual purpose: to increase art knowledge and skills of those with interest in arts and crafts; to provide leisure-time activities for children during a part of the school vacation.

Classes in art, held wherever pupil interest warranted them, were taught by regular classroom teachers. Until the summer of 1954, some of these were a part of the program of the regular elementary summer schools.

In addition to these, certain art centers were organized in areas where pupil interest was shown. The lengthened class time made for an enriched program in art activities during the summer. The children could carry on special and more extensive projects: draw and paint from nature out of doors, model in clay, paint and draw, engage in some graphic art and craft forms.

The following shows the number of art centers, teachers and pupils who participated in 1960:

Number of centers	7
Number of art class sections.....	10
Number of teachers employed.....	4
Total number of class meetings.....	111
Total attendance	2,525
Average class attendance	22.6

The decline each summer in the number of art classes and pupils has been due in part to:

- Decrease in budget and appropriation
- Fewer teachers interested in part-time work with its relatively small income
- Less interest of pupils because of lack of interest shown by teachers in organizing summer art classes

Vocal Music: The summer session in music was established to supplement instruction offered in the winter session and to continue activities not possible because of lack of time during school term. Classes were held each week in piano, choir, listening and operetta. Each teacher prepared and presented a program for parents during the last week of summer school. Programs included performances

on the piano, singing by the summer choir, and in some schools an operetta.

The following shows the attendance, enrollment and number of meetings for 1960:

Aggregate attendance	24,216
Enrollment	1,138
Number of meetings.....	1,256
Average attendance	19+

One of the most interesting classes during the seventeen years of the summer music sessions was a creative music class. Pupils were selected from various schools by music teachers, principals and classroom teachers. Criteria for selection were musicalness, industry and sincerity. Classes were held daily for six weeks, three hours each day.

At the close of the summer session each class presented an operetta, the creative project for the summer term. Pupils created the plot, composed the music, arranged the music for orchestra, painted the scenery and provided their own costumes.

Instrumental Music: Programs of instruction in instrumental music were held at twenty-one school centers. The centers were so distributed that all elementary pupils desiring instruction could enroll. Attendance at the different music centers was:

Enrollment	1,418
Number of sessions.....	1,663
Aggregate attendance	35,902
Average attendance	21.5+

Orchestras, bands and choirs were organized; instruction was given for tonettes, rhythmic and listening band instruments. Instrumental music teachers served several districts.

An All-City Festival was presented at Garfield Park during the summer. Approximately 1,100 pupils played in four massed organizations to an audience estimated at 10,000. Preparation for the festival was a part of daily class work in several centers. (See photo, page 316.)

Summer Instrumental Music Camp: For the third year this has been one of the most outstanding activities. This year one hundred forty pupils in grades five to eight from forty-two elementary schools were at Hassmer Hills Camp, Versailles State Park, Indiana, for a week. The staff was composed of ten regular teachers, two college and four high school counselors, a nurse, four cooks, a consultant and a supervisor.

Each student paid a fee of \$18, plus \$1,000 allocated by the Board of School Commis-

sioners and approximately \$200 additional funds obtained from admission charges at a spring concert. Their goal was "A Year of Progress During the Summer."

Pupils did more than practice and perform; they participated in hikes, nature study, crafts, swimming and other outdoor activities. Group activities and camp living provided valuable experiences in citizenship. Four to five hours of rehearsals in band, orchestra and ensemble groups completed the day's activities.

Expressions indicate the values of the camp experience better than we can express them. Excerpts from some of the letters follow.

PARENTS

- I wish to express my very deep and sincere appreciation for the opportunity my daughter Marilyn had to attend your fine music camp at Versailles the past week. Marilyn came back from camp with a greatly increased interest in her music. For the first time she seemed to be aware that music was something to enjoy and was not all work—*J. E. G.*

- We wish to thank you and your staff for the wonderful opportunity of sending our daughter to the Indianapolis Summer Music Camp. It was fun! It was educational, and the concert at Garfield Park made us proud that Susan had the privilege of playing in such a fine orchestra.—*Mr. & Mrs. K. A.*

PUPILS

- These are the benefits we of Cabin 5 think we received out of going to camp:

Our sight-reading has improved immensely.
We enjoyed ensemble work and would like more.
We had fun, as well as good experience.
We have learned to live with other people.
We have learned that teachers can be friends, as well as teachers.

- This is my first camping trip and I really enjoyed it. I learned a lot on my instrument. Thanks for the help of everyone at camp.

Home Economics: Home economics classes for girls of elementary schools met under the supervision of regular home economics teachers for six sessions of two and one-half hours per class. Each class met once each week. Classroom work consisted of projects of sewing on a level more advanced than that of the winter school program, advanced cooking and baking where ability of participants permitted, and preparation of participants for home management problems.

During the classes, pupils were counseled and actual sewing and cooking carried on as a home assignment under supervision of the parent. Reports and exhibits of homework were brought to class for criticism and help from the teacher. All materials were furnished by pupils after consultation with their teacher.

Industrial Arts: This was offered to interested seventh- and eighth-grade pupils. Classes were scheduled on a two- to three-day-a-week basis for one and one-half or two hours per session.

Learn-To-Swim Program: Seven years ago the Indianapolis Park and Recreation Department approached the schools for personnel and financial assistance for this program in six Park Department pools.

It was agreed that from 9:00 a.m. to 12:00 noon, Monday through Friday, the pools would be used only for an instructional program, with no recreational swimming or related activities during this period. The Department of Athletics, Physical Education, Health and Safety was given the responsibility of organizing, supervising and hiring nine instructors to expedite this program.

The local American Red Cross Chapter furnished materials and in some cases water safety instructors to assist the schools in conducting the program.

This unique program has received many favorable comments from city officials, parents, safety organizations and the American Red Cross. Approximately 5,000 students enrolled each summer. Almost fifty per cent of the students learned to swim and received Red Cross certificates.

Learn-To-Swim program attendance:

Enrollment—each pupil counted once	5,123
Number of meetings during summer	1,113
Aggregate attendance	60,363
Average attendance per session	54.05

School Playgrounds for Recreation

The Park and Recreational Department leases from the city schools several of our playgrounds so that the Park Department can conduct recreational programs in needed areas. The Park Department supplies the equipment and hires the personnel to supervise the program. It uses high school athletic fields to conduct its district and city track and field program.

Junior Baseball: The Supervisor of the Department of Athletics, Physical Education, Health and Safety is a member of the Junior Baseball Board of Directors and cooperates in the administration of that program. A few school diamonds are used as Little League fields.

Plans for the 1961 Summer Programs are being formulated to include a wider scope of academic, creative and recreational activities.

Continuous Progress Plan

The Public Schools of Appleton, Wisconsin, are making practice keep pace with knowledge of children by changing school organization to fit individual needs. Lois Smith, language arts consultant, describes how individual differences are respected in the continuous progress plan.

THE STORY IS TOLD OF A NEW ENGLAND farmer who was advised to attend an agriculture course at a nearby school to learn new farming methods.

“Humph!” he replied. “Why should I learn more about farming? I don’t do all the things now that I *know* about.”

Are we who work in education much like this farmer? Do we know far more about how children learn than we apply in our schools? A few years ago some of us in Appleton looked at our practices in this light and were not happy with what we saw. Studies in psychology and child growth had given us knowledge about children which we were trying to fit into a school organization inherited from a horse-and-buggy age.

Knowledge About Child Development

What are some of these fundamental facts about children which students of child development have discovered and which we know to be true in all times and places? One obvious truth is that no two children are alike. They differ not only in physical growth, appearance, temperament and intellectual capacity but also in their rate and patterns of growth and in the sensory manner in which they acquire knowledge. Some of them are visual minded, some aural minded, while still others seem to learn best through the

tactile sense. Some seem to learn at a steady, methodical pace, while with others periods of rapid growth are frequently interspersed with intervals of apparent inactivity.

Within each individual, also, there may be variations in tempo. Physical, mental and emotional aspects of growth may not always develop in perfect symmetry, but the child does develop as a total person, with each facet of his personality affecting all the others. However, with all the variations in rate and pattern, we know that in all healthy children growth is continuous, though the timing cannot be planned by clock or calendar.

Through observation of children in many different environments, students of child development have found that *children learn best in situations where they can experience success. Among the basic needs of children is the need for a feeling of achievement and personal worth. When this fundamental need is satisfied, in an atmosphere devoid of the inhibiting fear of failure, learning is enhanced.*

Finally, there are certain common developmental tasks which children cannot accomplish successfully until a sufficient maturity has been reached. An infant cannot take solid food until he has teeth. He cannot walk until leg muscles are developed and a sense of balance is achieved. Doctors tell us that in many

children six years of age the eyes have not matured sufficiently for the reading of book-sized print. Nor have the small hand and finger muscles developed to the degree needed to form letters accurately or to "keep within the lines." To expect accomplishment in developmental tasks before appropriate maturity levels have been reached is unrealistic and often harmful to the child.

Organization—Aid or Stumbling Block

Now in what ways did our school practices not coincide with these four basic principles of child growth—individual differences among children, continuity of growth, need for feelings of achievement and personal worth, and necessity for readiness to face developmental tasks? Though we knew growth to be continuous, with varying patterns of timing and pacing, under a traditional grade structure we broke that growth into arbitrary nine-month periods, with a given amount of knowledge and skills apportioned to each such period. Though each child has his own rate and pattern of growth, we "promoted" or "failed" children at the end of each nine months on the basis of a standard set for all children, rather than considering each child's growth in relation to his own capacities. When a child had not grown as much as "average" children in a given period of time, we termed him a "failure" (negating all we knew of mental health) and required him to repeat that portion of his growth. (What parent, when a boy reaches his tenth birthday, requires him to be nine years old for another year because a size ten suit does not fit him?)

In spite of our knowledge of the interrelation of physical, mental and emotional aspects of growth, we grouped children in grades largely on the basis

of academic achievement, thus over-emphasizing one aspect of growth while minimizing the importance of others. By so doing, did we not often impede even the intellectual development for which we were striving?

And finally, because of our policy of annual promotions and our grading structure, teachers and parents often put pressures upon children to accomplish developmental tasks whether or not they had reached the appropriate maturity levels needed for success in those tasks. (Doctors have indicated that too severe pressures are frequently contributing factors in mental illness.)

Removing Hazards

What, we asked, must be done to make our practices agree with our knowledge? Why, remove the stumbling blocks of organization which were hampering the effectiveness of good teaching techniques!

Our elementary schools in Appleton are now organized in large blocks of time—kindergarten, primary and intermediate—thus giving us an opportunity to study a child over a period of several years before making a decision about a change in placement—for our term, "continuous progress," is not synonymous with "continuous promotion." We recognize that, while most children will spend seven years (including kindergarten) in the elementary school, a few—because of a slower (or faster) rate of development—may need more (or fewer) years to acquire sufficient maturity to be ready for the junior high school. As a beginning we group children in rooms according to chronological age, with the understanding that, as we observe development (emotional and social as well as academic), changes may be made. We move a child to a younger or an older age group when in the combined judgment of school and

home this child will have a better living-learning situation in that group. This decision may be made at any time, not only at the close of the school term.

Of course, *within a classroom children have a wide range of ability and achievement. Individual differences are not only recognized. They are accepted, respected and provided for.* A wide variety of materials is available, so that teachers are able to fit instruction to the needs of all children. It is not at all uncommon to find students in the same classroom working below and above the normal expectancy for that age. We see nothing sacred about the publisher's designation of grade level. Our standards of achievement are high—all that the child is able to do.

In order to insure that progress is continuous, with neither repetition nor omission, each child has in his cumulative folder a "skill card" on which the teacher marks progress in the skill subjects—reading, spelling and arithmetic. Thus a teacher can look over the records of a class he is about to receive and know at a glance how far each child has progressed in basic skills and plan accordingly. Whereas in the skill subjects children are grouped for instruction according to their proficiency in each area, in the fields of science and social studies the problem approach is used. Multiple texts of varying degrees of difficulty are provided; each child contributes to the group project in proportion to his ability, employing materials with which he can cope.

If individual differences are respected, methods of evaluating progress and reporting to parents must be in keeping with instructional practices. What use to provide for different rates and patterns of learning in the classroom if at periodic intervals we measure growth only in terms of a uniform standard for all! Evaluating techniques used are standard-

ized tests, daily performance, cumulative records of progress indicating a general pattern of growth, and teacher judgment. In using standardized tests as one criterion of progress, we consider results of achievement tests in relation to ability as measured by intelligence tests plus teacher judgment. Our reports to parents are given through written descriptive reports and conferences. We share with them our evaluative data and try to give each parent as true and comprehensive a picture of his child's progress as possible.

Looking Ahead

No plan involving children is ever complete or perfect, and we are continually looking for improvements. Since our plan originated with teachers, on the basis of a felt need, suggestions from teachers for better ways of operating are always welcome. At present, one group is considering the extension of the skill card to include a record of what has been accomplished in science and social studies. Another group is experimenting with mixed primary grouping. Children of the three primary age groups are in one classroom, on the assumption that this is a natural, lifelike situation and that children *may* learn more from others of another age than when all are more nearly at the same developmental stage. It is too early to evaluate results with this group, but our observations thus far are encouraging.

From our experience with the continuous progress plan it seems safe to conclude that, when we use research and study to discover how children grow and learn and then try to fit our school program to what we know, we come closer to our goal of having all children living and learning up to the limits of their potentialities.

A Comparison

GRADED STRUCTURE

1. It is assumed that all children of the same chronological age will develop to the same extent in a given period of time.
2. A child who does not measure up to adult standards of what should be accomplished in nine months is called a "failure."
3. If a child "fails," he is required to repeat the grade in which he did not meet the standards.
4. A decision as to grade placement must be made after each nine months.
5. Grade placements are based largely upon academic achievement.
6. Fixed standards of achievement within a set time put pressures upon teachers and children which cause emotional tensions and inhibit learning.

CONTINUOUS PROGRESS

1. We assume that each child has his own pattern and rate of growth and that children of the same age will vary greatly in their abilities and achievements.
2. No child is considered a "failure." If he does not achieve in proportion to his ability we study the cause and adjust his program to fit his needs and problems.
3. A child never repeats. He may progress more slowly than others in the group, but individual records of progress make it possible to keep his growth continuous.
4. Decisions as to group placement can be made at any time that a change will be conducive to better learning.
5. Group placement is flexible, based upon physical, mental, social and emotional maturity.
6. Elimination of pressures produces a relaxed learning situation conducive to good mental health.



Courtesy D. F. McClatchy School, Atlanta, Ga.

Each child's interest in books is different.

The Elementary School Library

Elizabeth Hedges, supervisor of library services, Public Schools, Baltimore County, Maryland, discusses the school library as a vital factor in quality education.

TEN YEARS AGO THE DEPARTMENT OF Elementary School Principals devoted its yearbook to the library in the elementary school; yet an Office of Education survey shows that more than two-thirds of the elementary schools of the nation still lack central libraries and that three-fourths are without the services of trained librarians. This distressing situation is an example of the time lag which so often occurs between the acceptance of an idea for the improvement of education and the implementation of that idea. If this gap between theory and practice is to be closed, a better understanding of what an elementary library can contribute to quality education is needed.

Why the elementary school library?

Materials are the basic tools of teaching and learning. The most efficient and economical way of making a variety of materials available to pupils and teachers is through the school library. No longer is the school library merely a depository for books; *it is a center for all printed and audio-visual materials* provided to enrich the school curriculum and to meet the personal needs of boys and girls. It is the *one* place a teacher or pupil need

go to find out what resources the school owns, where they are located, and how they may be used.

A second important function of the school library is to serve as a *teaching agency*. It teaches the skills needed to locate, evaluate and use the materials which it supplies. The skills and habits developed in the elementary school library are the foundation for a lifetime of reading for information and enjoyment.

The school library is a *laboratory* in which the child may practice the reading skills learned in the classroom. An inviting room, a rich collection of materials, a friendly librarian, an opportunity to seek his own level of ability and to pursue his own interests—these are the influences which make the difference between just knowing how to read and practicing reading as an art. In such an environment the child is encouraged to read for pleasure, is stimulated to seek new knowledge, is led to explore his present interests and to develop new interests. The school library provides a life situation in which a child *learns how to learn* in order to keep abreast of a changing world and to continue his education after he leaves school.

An often overlooked function of the elementary school library is that it serves

as a coordinating agency for the entire school. The librarian, in her role of materials specialist, builds a varied and balanced collection of books and audio-visual aids for curriculum enrichment and makes it easily accessible to all; all classes visit the library and participate in its program; all teachers—from the newest to the most experienced—share its services. Through the library the total educational program of any school can be upgraded; in it are reflected all of the experiences which contribute to the education of children. "When I want to get an overall picture of what is going on in my school," said one elementary principal, "I spend a few hours in the school library. I observe the use made of it by pupils and teachers, I find out what materials are being borrowed, and I talk with the librarian about her program. There's no better way of judging the quality of the teaching and learning in any school."

What is an elementary school library?

The ingredients of a school library at any level are *adequate materials, suitable quarters and a trained staff*. But how define "adequate," "suitable" and "trained"? Fortunately, these terms are spelled out in the new national standards for school libraries. To meet these standards, a school with an enrollment of 200-999 needs a book collection of 6,000-10,000 volumes. Larger schools need at least 10 books per pupil. In addition, 25-50 magazines and a sufficient number of audio-visual materials to support the school program are required.

Suitable quarters include a reading room seating 45-55 students (or 10 per cent of enrollment in schools having more than 550 pupils), allowing 30-35 square feet per reader; a work-office area of at least 200 square feet; listening and view-



Courtesy Johnnycake Elem. School, Baltimore Co., Md.

Children as independent library patrons

ing areas designed to suit the school plan for storage and use of audio-visual materials; at least one conference room for small group use; and a classroom adjoining the library for large groups and for instruction in the use of the library.

The number of librarians will depend upon the size of the school. Their training should include a sound academic background and sufficient education and library science courses to meet state and local requirements. Equally as important as formal training are the librarian's personal qualifications. Intellectual curiosity, love of children, interest in books, warmth of personality, and a flair for organization and order are essential to successful school librarianship. Enthusiasm for bringing books and children together and skill in personal relationships are equally necessary.

How is a good elementary school library program developed?

A new elementary school—or an old one, for that matter—opens. It has a spacious, attractive, well-stocked, well-organized library and a professional and clerical library staff large enough to provide effective service. What are the steps by which such a school may develop an excellent library program?

If the library is to contribute to all aspects of the school program, the librarians must know the philosophy and objectives of the school and must be familiar with the curriculum by which these objectives are to be realized. In turn, the principal and the teachers must believe in the importance of the library and must understand what materials and services it can provide. These understandings do not come by accident. A constant exchange of ideas and information is needed—through faculty meetings, through conferences with individuals and groups,

through bulletins and announcements. The teachers state their plans and needs, the librarian advertises her wares and services, and the principal promotes, coordinates and interprets the library program.

Once the lines of communication have been established, the next step is to set up a schedule which will bring children into the library. Most elementary schools provide for each class to visit the library at least once a week with their teacher. Interspersed with scheduled periods are open periods for reference work, exchange of books, free reading or extra class periods. The library opens at least half an hour before classes begin and remains open half an hour after the school day ends. Throughout the day the library staff is present to give reading guidance, to supervise reference work, to advise teachers about useful materials, to send out classroom collections, and to see that an atmosphere of relaxed yet purposeful activity prevails.

The library is organized, the circulation system is established, the room is well supervised, teachers and pupils have the books they need. But this is not enough to justify a rating of "excellent" for a school library. What else, then?

The librarian works with the classroom teacher to introduce children to the classics of their literature. This she does by means of storytelling, book talks, displays and individual conferences. Each child has his chance at the best; but if he is not ready for the best, the librarian guides him in the selection of reading that he can and will do and encourages him to go on from that to something better. The librarian provides materials and experiences suited to all levels of ability. The "gifted" child finds reading which demands his very best effort and which makes him stretch for meaning and appreciation. The "slow" child finds books

with simple concepts, easy vocabulary and many pictures. All find materials suited to their various needs and interests. The good librarian knows her materials, knows her children, and is adept in bringing the right book and the right child together.

Children participate in the management of an excellent library. They learn library routines, they set their own standards of efficiency and reliability, and they experience the satisfaction of service to the group. The good librarian is a good teacher; she helps her pupil aides to develop leadership, responsibility and *esprit de corps*.

In an excellent school library pupils learn to work independently and to modify their behavior for the good of the group. While the librarian works with a group, other children come to exchange books, look up information, or borrow materials for class use. Pupil assistants give them whatever help they need, and they carry out their missions without interrupting the group. Self-direction is the keynote in the school library, as in all other libraries.

These are some of the evidences of an excellent elementary library program.

Additional evidence may be found in classroom and corridor displays and in activities throughout the school, for the effective program reaches beyond the four walls of the library and touches all aspects of school life. The excellent program flows out of the classroom into the library and back into the classroom.

There is ample testimony that interest in reading and desirable appreciations, habits and skills in the use of books are best developed from an early age. An excellent school library provides the best setting for growth in reading interests and tastes. As such, it makes an important contribution toward the development of individual abilities and the achievement of quality education.

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NEXT MONTH

The April issue, with the theme **Children as Responsible Citizens**, will open with an editorial, "Today's Responsible Citizens," by The Honorable Abraham Ribicoff, Secretary of Health, Education and Welfare, Washington, D. C.

Robert J. Havighurst, The University of Chicago, states the personal qualities needed to make men and women who can carry their share of responsibility for a better world. His article is "Today's Children and Tomorrow's World."

Mrs. Henry Grattan Doyle, chairman of the District of Columbia Committee on 1960 White House Conference on Children and Youth, writes "Citizenship in the Home." Myrtle Searles, Hofstra College, Hempstead, New York, writes how children today *need, want and seek* real responsibility.

A symposium, "Children at Work," begins with a foreword by Ethel Alpenfels, New York University, who writes from the point of view of an anthropologist. Mary McMillan Eggert, College of Southern Utah, Cedar City, describes school jobs which require responsibility on the part of children. Wanda Robertson, University of Utah, Salt Lake City, describes children's work in the community which makes for a better world.

Concerns for Children Are World Wide

... In Libya

DURING JUNE 1960 A SAFETY WEEK WAS PROCLAIMED in Tripoli-Libya. Safety slogans were everywhere, alerting drivers and pedestrians to the dangers of the road. Libyan children participated; Boy Scouts helped pedestrians across the streets in congested areas. It was a joy to see those children in action—alert, helpful, serious and smart. Seeing children assume such a serious role in the lifeline of their city, I felt that education in Libya was reaching toward practical goals and as such can rightly be described as a fair attempt at meeting the intellectual, physical and cultural aims of a growing nation.

The great interest everyone showed in the improvement of education attracted my attention during my stay in Libya. By speaking to the street peddler or to the town official, one could sense the same earnest desire for more and more educational facilities.

The Wali (governor) of Tripolitania paid a visit to the government-sponsored examination centers of the city. Although a busy man, he found time to visit the examination halls and talk to students and their proctors. He made certain that the examinations were carried on in order and that the questions were within the grasp of the students. The action of the Wali showed his eagerness to see that education is carried on effectively.

These two events, the participation of children in safety week and the visit of the Wali to the examination centers, are of great significance. They encourage me to tell the story of education in Libya. This story starts with the birth of a nation, December 24, 1951, when Libya celebrated its first day of independence and when King Idris I was proclaimed king.

Only 38,176 children attended school in that year, 5,105 of whom were girls. Eight years later the number rose to 106,712 students, 16,967 of whom were girls. At the threshold of independence only 735 students attended high school, some of whom were given specialized training. In the ensuing eight years, the number rose to 8,831. Plans

for a university were being made and students were attending different colleges.

Rajab, a typical Libyan Arab village boy, goes to school in the morning. In the afternoon he tends sheep for his father or does chores around the farm. Why?

Double Sessions: Rajab goes to a double-session school. Most Libyan schools have double sessions—some even have a third session in the evening. The latter is for Rajab's father and his older brothers who go to adult education classes. They do so in order to learn how to sign their names, read the daily paper and be useful citizens. It amuses young Rajab to think of his father going to school. It also makes Rajab think seriously of education. He is luckier than his father, for he can get educated while he is still young.

Sassie, Rajab's younger brother, goes to school in the afternoon. This arrangement helps him and his younger brother get an education and at the same time helps their father.

Playgrounds: Also, double-session schools give Rajab enough time to have fun in the school playground. Playgrounds are in general spacious, but the abundance of sand is a nuisance and the lack of playground apparatus is discomforting. Yet Rajab enjoys it.

Native Dress: When Rajab goes to school he wears his native costume: a small red cap worn over his curly hair, knee-long shirt and embroidered vest. The flowing wrap called the "hawlie" is especially useful, for he can wrap it around his body and head in a decorative manner. When the sandstorms blow, Rajab wraps his hawlie round his body and head, making sure his ears, mouth and nose are well covered.

When Rajab goes for higher education in one of the leading cities of Libya, he will not wear his native dress. Well-paved roads in the city have lessened the fear of blowing sands from a Ghibli sandstorm. Many trees around city houses and parks give plenty of protection from sand. This made many city schools discourage the use of native dress during school time. Now they encourage its wear

during national and religious holidays.

Books: Although books in Rajab's village school are few and well worn, Rajab's love for them is unequalled. He says books are interesting for they have information and enjoyable stories. Sometimes Rajab travels a distance to borrow a book from a friend. Rajab has heard that city schools have libraries and librarians, and many books. Rajab's eyes twinkle at the thought. One day he will continue his studies in the city where he will have an opportunity to read many books.

The teacher, the headmaster, and the district inspector are aware of Rajab's great desire for books. They also know that Libya is a new country and in a new country you do not get everything you want in just one day. Even city and country libraries have to take time to grow in bulk and usefulness.

Extra Meals: Rajab likes the recess meal he is offered at school. When in season, large delicious Libyan dates are offered; at other times, cheese and other nutritious foods.

"You can go home and eat," says Rajab, "but to eat with your friends makes you feel you are one of them and with no difference between rich and poor. Also food seems more delicious eaten that way. Somehow you find that your appetite is greater."

This extra meal a day is a great help to the diet of school children. It certainly helps eliminate a factor which can well disturb the process of learning.

Medical Care: Rajab developed trachoma before starting school. An eye disease, it can be serious if not treated in good time. Thanks to the school nurse, Rajab was treated well.

Schools in Libya are checking on the health of their students. Malaria, trachoma, typhoid and other contagious diseases are controlled by public health authorities. Libyan educators know that a healthy mind lies within a healthy body and that this is an integral part of education.

The Finer Arts: In his school Rajab takes a few singing lessons and sings many of his father's folk songs. He plays the Maghrouna (a sort of double windpipe). He and his friends sing the Libyan national anthem which has beautiful words put to beautiful music. Part of the refrain says: "Remain always for us Libya, safe, safe for us Libya."

Whether sung to the accompaniment of piano, Maghrouna or native drum, the national anthem reminds Rajab that this is the beginning of a good future, when it is hoped

Henrietta G. Siksek, of Jerusalem, Jordan, worked in Libya on a Point-Four project at the Office of Instructional Materials, Education Department, American Libyan Joint Services.

there will be more knowledge of the finer arts of life and more capable craftsmen.

Bicycle on a Desert Road: On the Feast of Adha, the Moslem feast which is much liked by Rajab and his friends, Rajab's father came home from town bringing a great surprise. He brought Rajab a bicycle, just the right size. Earlier in the month, Sassie had another gift which he shared with Rajab. Now Rajab can share his gift with his brother.

What a surprise! Life is going to be pleasant for Rajab and his brother. They need not walk to school anymore. A brand new bicycle will soon be on the desert road. A sparkling new bicycle will soon stand at the entrance to the village school, next to some fifty or more other bicycles.

What a joy indeed! As Rajab goes to school he cleans his bicycle and fondles it, then places it on the wooden bicycle stand. The teacher looks on and sighs. "One more trouble for those who know!" he whispers to himself.

Education for Girls: When Rajab's sister grows up she will go with him to school. They have no schools for girls in Rajab's village. Rajab's father says it is alright for little Suad to go to a boys' school. "Things are changing," says Rajab's father. "Suad must learn so that she may grow to be a useful citizen in a free country just like her brothers are going to be."

If Suad lived in the city, she would be able to go to a girls' school. Cities have more schools for girls. Most girls prefer wearing the Barakan to school — a long cloth wrapped around the body covering most of the head and face with the exception of one eye. Wearing a Barakan is a custom in Libya. Many girls however are doing away with this custom, and it is thought that in the future fewer and fewer girls may cling to the Barakan custom, since the number of educated girls is rising and more girls are taking a share in the building of a new Libya.

In a country where elementary education is compulsory and where eight per cent of the population goes to school, the general outlook is rather promising. We feel happy with the Libyans when they comment that more school buildings are being built, more teachers becoming qualified, more students enrolling. Some day, too, Rajab himself may be pleased to see that more books are within his grasp.

1960 White House Conference on Children and Youth

"Recommendations—Composite Report of Forum Findings, 1960 White House Conference on Children and Youth" (available for 35 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.) lists 670 recommendations which came from the forums. CHILDHOOD EDUCATION will list those on education and related topics.

Teacher Preparation

205. That a minimum 5-year program of preparation be required for the certification of teachers, including—

- general education with breadth and depth
- adequate subject matter specialization
- teaching methods, knowledge of children's needs and insight into proper approaches to satisfy them
- understanding of different cultural backgrounds and values
- preparation in human interaction, in order to handle classroom conflicts efficiently
- a survey or introductory course on exceptional children
- training in the selection and use of literature for children and youth
- courses in television and radio communication and techniques of using them in the classroom
- a balance between subject matter and "methods."

206. That all local school units encourage inservice education programs in guidance and counseling; and that rural teachers take inservice training geared to rural area learning needs.

Teaching Competence

207. That teachers be selected who are fully certificated, with the minimum of a bachelor's degree, and qualified for their specific tasks.

208. That criteria for selection include: mastery of subject matter; sympathetic understanding of students and willingness to confer freely with them; effective classroom presentation; recognition of the partnership nature of the learning process; teaching methods which will inspire love of learning, stimulate civic responsibility and instill democratic ideals.

209. That it be mandatory for state departments of education to establish standards for certification of all nursery school and kindergarten teachers.

210. That the preparation, certification, evaluation and inservice education of teachers be improved by interstate reciprocity in certification.

211. That teachers be freed from nonteaching chores, in rural as well as urban schools, so that high professional competence can be

used to attend to children's learning needs, including the handicapped and the gifted.

212. That the number of pupils per teacher be such as to permit individual attention to each child.

213. That adequately staffed local programs of supervision be maintained to provide professional leadership, continuous evaluation, and general improvement in each curriculum area; and that there be continued study of objective measures for determining the effectiveness of teachers.

214. That administrative personnel have had successful teaching experience in the area of their assignment.

Teachers' Salaries

215. That teachers' salaries be commensurate with the dignity and importance of the profession, the long preparation, the need for inservice improvement, and the compensation of other professional persons of like educational background and qualifications.

216. That recognition, favorable working conditions, and opportunities for continued study, professional growth, and advancement be provided, as well as adequate salaries, to insure the highest possible quality of instruction.

217. That state and local educational authorities take steps to recognize teachers with career commitments and to differentiate clearly in certification and salaries between teachers who are professionally prepared and those who are not.

218. That each local administrative unit have a single salary schedule for all certificated personnel, based upon preparation and experience.

219. That salaries for trained nursery school teachers be raised, as a means of attracting capable and well-trained men and women to this field.

220. That the remuneration of college faculty members be significantly increased.

221. That sufficient Federal, State, and local

financial support be provided for teachers' salaries to attract and retain qualified "career" personnel.

Instructional Materials

222. That each elementary and secondary school make adequate provision for the materials which are essential to motivation, instruction and enrichment in an individualized educational program.

223. That increased attention be given to continuous revision of textbooks and supplementary materials; and that community agencies cooperate in developing and sharing materials.

224. That textbooks and instructional materials be free from prejudice and present accurately concepts and facts concerning other cultural and minority groups; and that a joint committee of educational authorities and representatives of professional associations review and evaluate school materials to eliminate any distortions.

225. That quality library facilities and services be provided in elementary and secondary schools and colleges and universities, to enable them to achieve standards of academic excellence.

226. That much more extensive use be made of television, newspapers, pamphlets, public talks, and especially audiovisual aids such as slides, photographs, films, filmstrips and tape recordings.

School District Reorganization

227. That the progress of school district reorganization be accelerated in order to equalize educational opportunity for all children.

228. That such reorganization be in accordance with state plans; approved by the chief state school officer before being voted on locally; preceded by studies and legislation where needed.

229. That in states where rural education is not organized on a county basis, strong intermediate units be developed to supplement local district resources, to increase cooperation among local districts and improve liaison between them and the state department of education.

230. That local and state educational units join in support of shared services, so that diversified offerings to meet a wide range of interests and needs may be made available efficiently and economically.

231. That secondary schools too small to provide an adequate program for all students

be consolidated, or special services made available to them.

Research

232. That educational research and experimentation be substantially increased.

233. That the Federal Government develop a research program in education comparable to that of the National Institutes of Health, with the following aims—

to assess needs for research and designate areas of basic concern, such as social and personal values, motivation, etc.;

to aid in and create standards for the critical evaluation of experimental plans;

to encourage practical research of a simple local design, leading to action;

to encourage cooperative research by individual schools, colleges and universities;

to coordinate and disseminate findings so as to make them accessible at all levels.

234. That state departments of education receive increased support for improving research.

235. That basic research financed cooperatively by the Federal and State governments and local school districts and by private foundations be expanded and directed toward developing and utilizing the capacities of slow learners.

236. That each state undertake, in cooperation with public and private institutions of higher education, a comprehensive 10-year study to determine—

the probable size of its college-age population;

the new types of institutions and expansion of programs and services required;

the necessary buildings, staff and financial resources.

237. That research be undertaken in such specific crucial areas as—

the best use of teachers

how people learn

teaching methods

various forms of school organization

effective class size

the value of automatic devices for certain educational purposes

under-achievement

the causes and possible solution of early school leaving

rural education and rural life

evaluation techniques

the role of the film in the learning process

methods for improving educational and vocational guidance

development of moral and spiritual values in youth.

238. That the results of research investigation (such as studies of causes of school drop-outs) be attractively and simply reported in publications for the general public, so that they may implement the research results by action in their own communities.

News HERE and THERE

By ALBERTA L. MEYER

New Life Members

S. Dorothy Kaplan, New Haven, Connecticut
Leslie W. Miller, Crystal Falls, Michigan
Edith Pembrook, Lincoln, Nebraska
Hermina Schoeppe, Clifton, New Jersey
Mary Alice Smith, Lancaster, Pennsylvania

Childhood Education Center

In February several events of special interest were held at the Center.

On February 6 a group of distinguished people led by Finis Engleman, executive secretary of American Association of School Administrators, discussed implications of present-day pressures on children. The basis for their discussion was the latest bulletin of ACEI, *Don't Push Me!*

An interesting art exhibit by Japanese school children has served as a colorful background for recent meetings. Paintings and ceramics of children two to twelve years of age are centered around animal life. The paintings were used by the Japan Animal Welfare Society and were brought to America by Mrs. Beate J. Taylor, who was a member of the Society while living in Japan.

Members and friends of the Association will be interested to know that Building Fund contributions have increased since a low point in September and October. As a result, it was possible to pay off \$8,000 in January against the principal of our mortgage. It is one of the good features of our financial plan that at any time we can reduce the principal without penalty. This we intend to do as often as small surpluses are accumulated.

Our mortgage carries a five per cent interest rate and it is, of course, to the advantage of the Association to pay it off as rapidly as possible. Contributions are always welcome. The sooner we can remove our indebtedness, the more staff time and energy can be devoted to other parts of the ACEI program.

Childhood Education Editorial Board Meeting

The initial planning session for 1961-62 issues of *CHILDHOOD EDUCATION* was held in New York on February 12. Some members of

the Editorial and Executive Boards and some ACEI committee members were present to assist the Editor in outlining suggestions for the next year. These ideas are sent to all members of the Editorial Board for their reaction. Revised outlines form the basis for the work of the Editorial Board meeting in Omaha at the ACEI Study Conference. Members of the Association and readers of *CHILDHOOD EDUCATION* are invited to contribute to the plans at the open Editorial Board meeting scheduled for Wednesday, April 5, at 1:00 p.m.

Mary Dabney Davis Memorial Fund

Last August the ACEI Executive Board appointed a committee to explore the possibility of establishing a fund in honor of Mary Dabney Davis, former specialist in nursery, kindergarten and primary education in the United States Office of Education. Since Miss Davis was instrumental in the merger of two earlier organizations into ACEI and since she served for a number of years as the editor of *CHILDHOOD EDUCATION*, it was considered fitting and proper that such a fund be established under the auspices of this Association. A more detailed account of Miss Davis' contributions will be found on page 126 of the November 1960 issue of *CHILDHOOD EDUCATION*.

The committee — consisting of Winifred Bain, Hazel Gabbard, Ruth Strickland, William Wetmore, Jr. and Christine Heinig, chairman — has been at work and will soon send out a letter to friends and professional associates of Miss Davis, seeking their suggestions for the nature of the memorial and funds to carry it out. Glenn O. Blough, one of Miss Davis' former associates in the Office of Education, has written the following tribute on behalf of the committee:

"We remember Mary Dabney Davis for many things. We knew the warmth of her friendliness, enjoyed her merry heart and felt better for having known her, but a host of people will remember her for her untiring efforts to bring about better education for young children. This was her dream, her ambition, her life's work. Her vision of the task directed her energies into many paths: promoting legislation to pave the way for local schools and communities to finance better educational programs, planning more effective teacher education programs to prepare teachers, stimulating the production of better books and other learning materials to improve

teaching and learning, and strengthening national organizations concerned with teaching young children.

"To accomplish these things Mary Davis spent her life in writing bulletins, articles, reports; in editing materials; in lecturing and discussing the problems related to early childhood education wherever she felt progress could be made; in conferring with legislators and others in position to promote education and in countless other ways lending her influence to open doors of greater opportunity for the education of young children. Her long career as specialist in nursery, kindergarten and primary education at the U. S. Office of Education took her over all of the United States and on an assignment to Europe. Her report *Young Children in European Countries* was the first government report in this field.

"Who can tell the full extent of influence such a life of service has produced? What doors has it opened? We who knew her would keep these doors open and continue to extend her influence through the Mary Dabney Davis Memorial Fund. The fund, to be administered by the ACEI in accordance with its constitution, will be spent to further her life's work and the committee is presently receiving suggestions and making plans. Many contributions have been received; many more are needed. Won't you send your contribution to ACEI Headquarters and ask your friends to help? Let's establish a fund worthy of its purpose."

The Executive Board wishes to point out that this special fund is directing its appeal to those who have known Mary Dabney Davis and that it is not in conflict with the Building Fund, which continues to be the major responsibility of the Association.

ACEI Study Conference

Conference registrants will be invited by the local school people to Omaha Night on Tuesday, April 4. This will include a dramatic presentation featuring a number of school groups. It promises to be a well-written and well-staged presentation which should be of great interest.

There will be an unusual general session on Thursday, April 6, at 1:00 p.m. when Keith Osborn, ACEI vice-president, will preside at a symposium on "Improving Elementary Science—An Experiment in Educational Television." An attempt will be made to describe this pilot project cooperatively sponsored by University of Nebraska, Station KUOM-TV,

and the public schools of Lincoln and several smaller communities. The symposium will include brief presentations by the Dean of Teachers College, the television teacher, the television producer, the assistant superintendent of the Lincoln schools, a teacher who is receiving the program and a fifth-grade child in one of the classes. A portion of a kinescope will be shown and there will be an opportunity for reactions from the floor. This promises to be a unique meeting for an ACEI conference.

White House Conference Follow-up

In many states the White House Conference committee which helped to prepare background material and sent representatives to the White House Conference on Children and Youth held in Washington, D. C., March 1960, is continuing to function. Much needs to be done at all levels to implement the forum recommendations of the White House Conference. ACEI branches and individual members are urged to contact their respective state committees to offer their services and to assist in any way they can.

You Were Represented

American Council on Education (special meeting to elect Logan Wilson as president), Washington, D. C., January 25, by Alberta L. Meyer, executive secretary.

Advisory Committee of National Organizations, Washington, D. C., January 27, by Alberta L. Meyer.

Field Work

Since our last report, the following visits to branches have been reported:

Maycie Southall visited the Louisiana ACE, October 28-29, and the Illinois ACE, November 5-6.

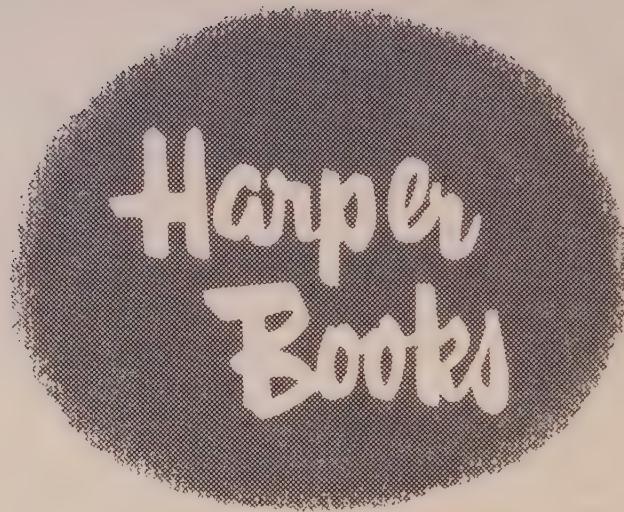
Lucile Lindberg attended a joint meeting of the Greater Boston ACE and the local Association for Nursery Education, December 1.

Eugenia Hunter was present at a meeting of the Alamance County ACE, North Carolina, December 6.

The New Jersey ACE heard Florine Harding at their state meeting in Atlantic City, November 12.

Mamie Heinz visited the DeKalb County ACE, Georgia, December 12.

Sometimes "the field" comes to Headquarters. On October 23, Lock Haven State Teachers College ACE, Pennsylvania, visited the Childhood Education Center with about twenty-five students and three faculty members.



THE SCHOOL PSYCHOLOGIST

By Mary Alice White, Psychological Consultant, Pelham School System, New York and
Myron W. Harris, formerly School Psychologist, Bronxville Public Schools, New York
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By Mauritz Johnson, Jr., Cornell University, William E. Busacker, Guidance Director,
Board of Cooperative Educational Services, Herkimer County, New York. Fred Q. Bowman,
Coordinator, Guidance Services, North Syracuse Central High School, New York. \$4.00

LEARNING AND HUMAN ABILITIES: EDUCATIONAL PSYCHOLOGY

By Herbert J. Klausmeier, University of Wisconsin. \$7.50

STUDY IS HARD WORK

By William H. Armstrong, Kent School. \$3.00

COMMON SENSE ABOUT GIFTED CHILDREN

By Willard Abraham, Arizona State University. \$5.00

PROGRAMS FOR THE GIFTED

A Case Book in Secondary Education. Edited by Samuel Everett, Associate
Professor of Education, City College of New York. \$5.50

EDUCATION AND THE HUMAN QUEST

By Herbert A. Thelen, Professor of Education,
University of Chicago. \$4.75

THE MENTALLY RETARDED CHILD AND HIS PARENT

By Stella Stillson Slaughter, former Director, Division of Education of Exceptional
Children, Milwaukee State Teachers College. \$3.75

special interest educators children

PSYCHOTHERAPY WITH CHILDREN

The Living Relationship. By Clark E. Moustakas,
Merrill-Palmer School, Detroit. \$5.00

PSYCHOLOGY IN THE CLASSROOM

A Manual for Teachers. By Rudolf Dreikurs, M.D.
Chicago Medical School. \$3.75

TEACHING THE SLOW LEARNING CHILD

By Marion Funk Smith, Robert Fulton School, Lancaster, Pa. (in collaboration with
Lt. Col. Arthur J. Burks). \$3.50

EDUCATION FOR THE EMERGING AGE

Newer Ends and Stronger Means. By Theodore Brameld, Professor of Educational
Philosophy, Boston University. \$5.00

INTRODUCING CHILDREN TO THE WORLD

In Elementary and Junior High Schools. By Leonard S. Kenworthy,
Brooklyn College. \$4.50

AUTOCRACY AND DEMOCRACY

An Essay in Experimental Inquiry. By Ralph K. White, U.S.I.A.
and Ronald O. Lippitt, University of Michigan. \$6.00

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Books for Children

Editor, HAZEL WILSON

Note: Order books directly from publishers.

MICKEL AND THE LOST SHIP. By *Olle Mattson*. Translated from the Swedish by *Anna Spurge and Elizabeth Sprigge*. Edited by *Sarah Chokla Gross*. Illustrations by *R. M. Sax*. New York: *Franklin Watts, Inc.*, 575 Lexington Ave., 1960. Pp. 214. \$2.95.

A prize-winning book in Sweden—a good book in any language! The story has a mystery, bright sparks of humor, and a description of a seacoast village which will make the reader imagine he smells salt sea air and can feel the turn of the tide. But the characters are what really make the book outstanding—the mean landlord; the sturdy grandmother; the peculiar old sea captain; the mysterious stranger; and Mickel, who holds fast to his belief that his father is still alive. He has plenty to worry about but he is never sorry for himself. There is staunchness and persistence about Mickel. Readers will be happy that all turns out well for him. *Ages 10-14.*

—H.W.

100 MORE STORY POEMS. Selected by *Elinor Parker*. Illustrated by *Peter Spier*. New York: *Thomas Y. Crowell Co.*, 432 4th Ave., 1960. Pp. 366. \$3.95. Even girls and boys who think they do not like poetry sometimes surprise themselves by enjoying a poem which tells a story. Miss Parker's earlier selection of 100 poems was so useful that she has chosen another 100. Here are old and new ballads and poems ranging from *Mother Goose* and *A Visit from St. Nicholas* to more sophisticated poems by Poe, Masefield, Kipling and others who have written for adults. The publisher grades the book for ages 12-16, but many of the poems will be enjoyed by younger readers. A good book for reading aloud but not all at one time.—H.W.

THE PEG-LEGGED PIRATE OF SULU. By *Cora Cheney*. Illustrated by *Ezra Jack Keats*. New York: *Alfred A. Knopf, Inc.*, 501 Madison Ave., 1960. Pp. 109. \$2.75.

The peg-legged pirate of Sulu is no Long John Silver, yet he has a distinctive character of his own. He is plenty fierce. Reading about him should send delicious shivers up the spines of boys and girls. They may even forgive him for reforming. The boy Ping, who discovered

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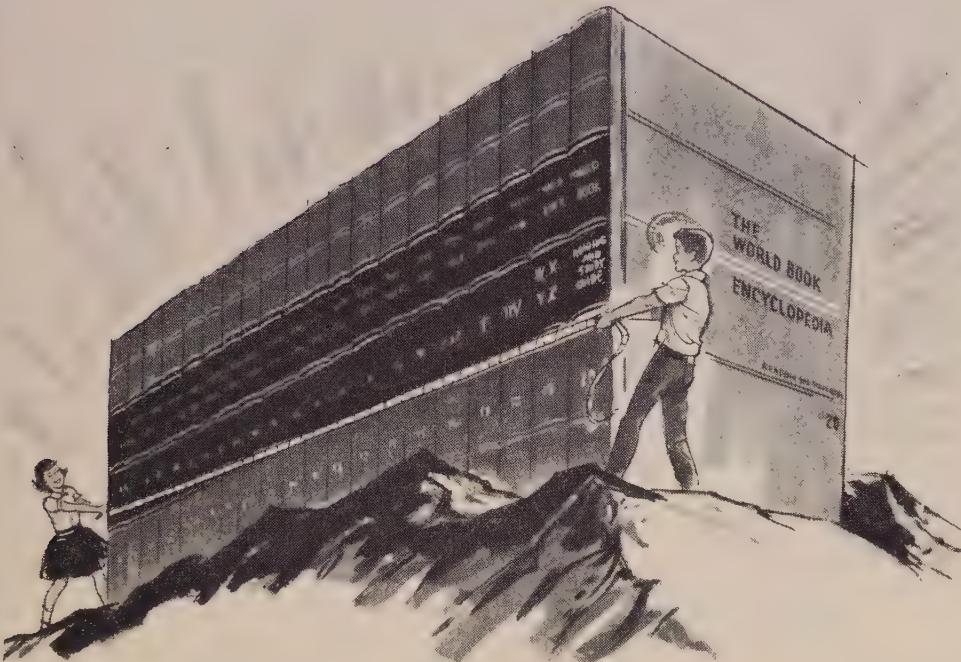


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the pirate, shows good sense and courage. The time and the setting of the story are not obtrusive yet they are solidly there: the year 1776 on an island of the Philippines. A few readers may wish the story were longer, but this wish is more of a compliment to an author than a complaint. *Ages 8-12*.—H.W.

GHOST IN THE CASTLE. *By William Mac-Kellar. Illustrated by Richard Bennett. New York: McKay, 55 5th Ave., 1960. Pp. 86.*

\$2.75. If the average ghost proved to be only half as friendly and interesting as the gentleman ghost who haunted Craigie Castle, people would seek his company instead of being afraid. A nice blend of fantasy and realism. But perhaps it could have happened only in Scotland. *Ages 8-12*.—H.W.

HEATHER AND BROOM. *By Sorche Nic Leodhas. Illustrated by Consuelo Joens. New York: Henry Holt & Co., Inc., 383 Madison Ave., 1960. Pp. 128. \$3.25.*

Scottish tales which are both exciting and poetic. The characteristics of Scotland and her people emerge vividly in these folktales and legends. A book with charm for almost anybody, especially those from 9-12.—H.W.

THE GOLDEN LYNX AND OTHER TALES. *Selected by Augusta Baker. Illustrated by Johannes Troyer. Philadelphia: J. B. Lippincott Co., E. Washington Square, 1960. Pp. 160. \$3.*

A generous collection of folk and fairy tales from many countries, selected by a specialist in storytelling who knows the stories children enjoy hearing told. Most of the stories are the less familiar ones. Stories for reading or for telling. *Ages 9-11*.—H.W.

A PENNY A DAY. *By Walter de la Mare. Illustrated by Paul Kennedy. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1960. Pp. 209. \$3.* "Adventures rare and magical" can be told effectively only by a born storyteller. If, like Walter de la Mare, he is also a poet, there is something very special about the tales. Imaginative stories written with distinction. *Ages 8-12*.—H.W.

TREASURE IN THE SAND. *By Elizabeth Cheatham Walton. Illustrated by Jo Polseno. New York: Lothrop, Lee & Shepard Co., 419 4th Ave., 1960. Pp. 192.*

\$2.95. What girl or boy would not love to be accidentally taken for a ride in a caboose! There are other exciting adventures in Jill Talbot's summer at her home on the Virginia coast. The problem of what to do with the treasure she finds in the sand lasts until

Christmas. Jill is quite a girl. She can swim like a fish, row a boat, and is at least as spunky as the gypsy boy who shares many of her adventures. Especially for girls 8-12.—H.W.

DEAD MAN'S LIGHT. *By Scott Corbett. Illustrated by Leonard Shortall. Boston: Atlantic Monthly Press, 8 Arlington St., 1960. Pp. 176. \$3.* A New England seacoast yarn with exciting goings-on in a lighthouse. Tommy Brackett turns out to be a godsend to his Uncle Cyrus. He barely escapes being too much of a Mr. Fix-It, yet happily he remains a realistic though exceptionally alert boy. But boys like their heroes to be smart. Good adventure fiction for ages 8-12.—H.W.

Social Studies

THEY FOUND THE WORLD. *By Willia Hall and I. O. Evans. New York: Frederick Warne & Co., 210 5th Ave., 1960. Pp. 192.*

\$2.50. This adventuresome volume contains stories of explorers from the time of Alexander the Great and explorers who led expeditions across Antarctica during recent years. The accounts of expeditions to the North and South Poles are engrossing reading. The 1953 British expedition to Mount Everest is in many ways the high point of this action-packed publication. *Ages 10 up*.—Reviewed by WILHELMINA HILL, Specialist for Social Science, Office of Education, U.S. Department of H.E.W., Washington, D. C.

THE FIRST BOOK OF ANCIENT GREECE.

By Charles Alexander Robinson, Jr. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 61. \$1.95. A simple presentation of ancient Greece by a scholar in classical studies.

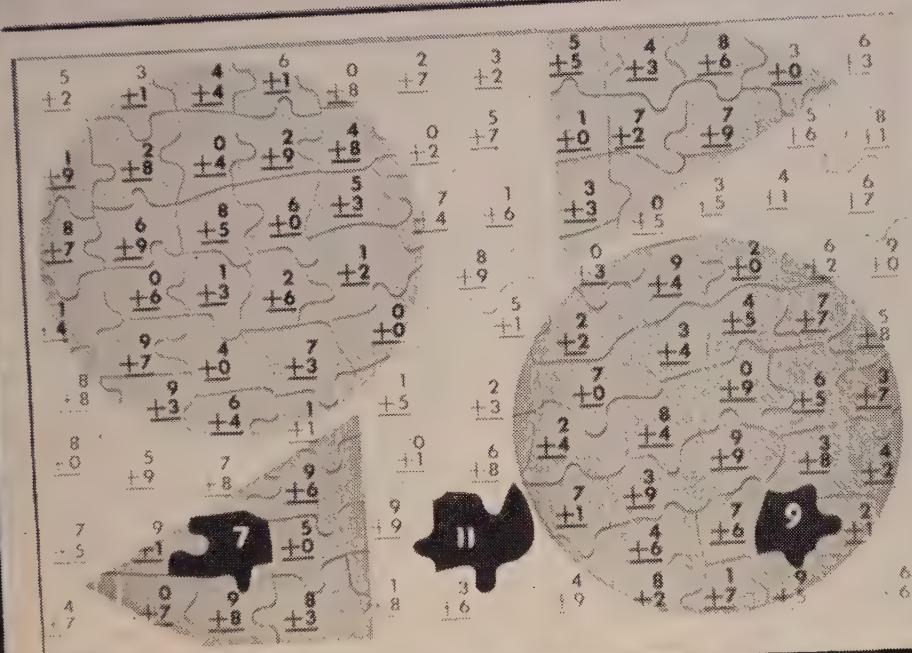
The Athens of Pericles' time is given major attention because of its contributions to Western thought and civilization. Through both narrative and illustrations, glimpses are given of the daily life of the Greeks, government in action, festivals and celebrations. *Ages 9-11*.—W.H.

THE FIRST BOOK OF THE OREGON TRAIL. *By Walter Havighurst. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 60. \$1.95.*

This story of the Oregon Trail is narrated with action and movement that have strong appeal to the young reader. Not only are the wagon trains featured, but exciting accounts are given of the trail-breakers who preceded them. Stylized maps and pictures add to this attractive volume. *Ages 8-12*.—W.H.

(Continued on page 340)

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A handbook that thoroughly covers the techniques, media, and processes involved in the teaching of art in elementary grades. Language used and material included are down to earth and simply presented. Numerous photographs show correct techniques and the finished products. Copyright 1959. \$3.75

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ABOUT NEWS AND HOW IT TRAVELS.

By Willma Willis Simpson. Chicago: Melmont Publishers, 310 S. Racine Ave., 1960.

Pp. 32. \$1.95. How we receive the news is presented to young children in simple direct language with lively illustrations. Many aspects of communication are covered including newspapers, magazines, radio, television, letters, telegrams and telephone messages. The work of news-gathering companies such as United Press and Associated Press is described with regard to both news and photographs. Ages 7-9.—W.H.

LET'S GO TO AN ART MUSEUM.

By Mary Jo Borreson. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 48.

\$1.95. The author proceeds from children's interests in collections of rocks, coins and dolls to descriptions of the kinds of collections found in museums. How the collections are obtained, cared for, displayed and guarded is told through presenting the museum staff and their activities. Ages 8-11.—W.H.

LET'S GO TO THE FBI.

By Bernard Rosenfield. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 48. \$1.95.

The reader is taken on a tour of FBI Headquarters to learn about the work of the Bureau. The laboratories are visited where experts are examining fingerprints, handwriting and everything from dust to feathers as they work to solve crimes. How the FBI enforces federal laws is developed in readable language, drawings and diagrams. Ages 7-11.—W.H.

Science

THE FIRST BOOK OF SPACE TRAVEL

(Revised). *Written and illustrated by Jeanne Bendick.* New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 93. \$1.95.

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SIR ISAAC NEWTON.

By W. Robert Houston and M. Vere DeVault. Drawings by Betty Cobb. Austin, Texas: The Steck Co., Box 16, 1960. Pp. 48. \$1.75. The relationship between Newton's scientific discoveries and present-day rockets and space travel is

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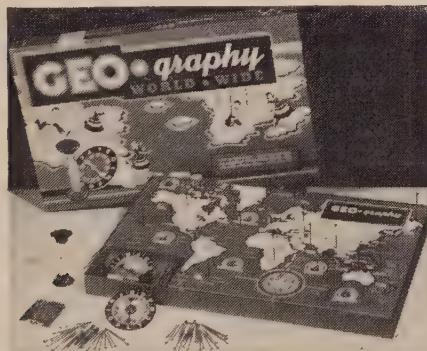
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SMALL PETS FROM WOODS AND FIELDS.

Written and illustrated by Margaret Waring Buck. Nashville: Abingdon Press, 810 Broadway, 1960. Pp. 72. \$3 cloth and \$1.75 paper.

A well-organized, carefully illustrated reference for anyone who has ever wondered how to catch, feed, house and study small animals of woods and streams. Suggestions are included on how to keep amphibians, reptiles, insects, spiders, small mammals and birds, as well as how to make terrariums, vivariums and cages. A fine addition to previous books of similar format by the same author. *Ages 8 up.*—A.F.

COUNT DOWN. By C. B. Colby. *Illustrated with photographs. New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 48. \$2.25.*

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THE ATOMIC SUBMARINE. *Written and illustrated by Russell Hoban. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 30. \$2.50.* A descriptive account of how the crew of an atomic submarine carries out orders to seek out and destroy the "enemy" on a practice combat mission. Informative, well illustrated and interestingly written. *Ages 8 up.*—A.F.

THE TRUE BOOK OF ANIMAL HOMES.

By Illa Podendorf. Illustrated by John Hawkinson. Chicago: Children's Press, Jackson Blvd. & Racine Ave., 1960. Pp. 48. \$2.

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By Illa Podendorf. Illustrations by Bill Armstrong. Chicago: Children's Press, Jackson Blvd. & Racine Ave., 1960. Pp. 48. \$2.

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Books for Adults

Editor, JAMES A. SMITH

PHYSICAL EDUCATION FOR TODAY'S BOYS AND GIRLS. By Gladys Andrews, Jeanette Saurborn and Elsa Schneider. Boston: Allyn & Bacon, 150 Tremont St., 1960. Pp. 431. \$6.75. This book advances the theory that movement is the foundation of physical education and attempts to show that a comprehensive program of physical education grows out of the developing characteristics, needs and interests of boys and girls.

The core premise that movement is the basis for physical education is developed around these themes: Movement is activity, movement is response, movement is purposeful, movement serves different purposes for different boys and girls, and movement is growth. The book is concerned with the nature of movement, its manifestations, its form of expression and its impact on learning.

Physical education is defined as that area in the curriculum most concerned with provid-

ing boys and girls with experience planned progressively to meet their needs for movement.

The objectives of the book are reached through a variety of approaches:

The book's format. With excellent illustrations and photographs and the use of the large page, the book accomplishes a feeling for movement even without the text. Much of the credit for this handsome, artistic achievement goes to Maridan Mies whose delightful sketches add beauty and understanding. Outstanding is the fact that all games and activities are planned to fit a page. Not only does the book lie flat but no flipping of pages is necessary when the teacher is using it with the children.

The original material that is the result of the authors' experiences. These women know children; their stories and anecdotes ring true. Rich in practical resources, the book is stimulating and creative. It raises the physical education program to the level of a creative art. Children participating in physical education programs of this nature are constantly thinking, contributing, making decisions and learning.

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The complete and detailed devotion of nine chapters to games, stunts and dances which show how the philosophy of the book may be translated into practice. Many of the old games are there, as well as many new ones, some of which were invented by children and teachers.

Ideas for problem-solving, ample bibliographies and resources are presented so the book may be used as a college text. But the classroom teacher is the one who will get the most from it. It is a storehouse of creative thoughts and ideas, handsomely assembled into a treatise which gives our physical education program a new purpose and meaning.—J.A.S.

A TEACHER SPEAKS. *By Philip Marson. New York: David McKay Co., Inc., 55 5th Ave., 1960. Pp. 230. \$3.95.*

Marson presents an inclusive résumé of one teacher's struggle to maintain the goals and standards of education according to a basic philosophy. It is well for the reader to remember the author's major teaching experience was in the Boston Latin School with a selected student personnel.

His "specific articles of faith" are stated as a *Program for the Restoration of Learning*. Basically, professional teachers of "all the pupils," not the "select few," probably would agree with the articles as set forth in the titles: We Must Teach All of Our Children; We Must Have Able Teachers; We Must Pay the Bill for the Right of Education; Basic Subjects Must Be Taught; Quantitative and Qualitative Standards Must Be Established; We Must Measure Accurately and Honestly What Has Been Taught and What Has Been Learned . . . ; We Must Act Before It Is Too Late.

Because of indications in research of the teaching/learning processes in education of the pupil as an individual functioning in an ever-changing society, professional teachers would find it difficult to agree with certain aspects of the author's development of the articles.—Reviewed by JEAN E. DOWLING, *Instructor of Education, Syracuse University, N. Y.*

GUIDANCE IN ELEMENTARY EDUCATION. *By Roy DeVerl Willey. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 462. \$6.* In this revision of his original book the author has done a superior job in presenting a text, a supplementary reading and a reference for the elementary school teacher

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and the guidance worker. The thesis that the classroom or home room teacher is the effective guidance worker in the elementary school is soundly advanced. There is some naivete and idealism in the discussion on the cooperative roles played by teacher and psychiatrist, or clinical psychologist. The statements that "guidance is closely related to controlled environment" and "the curriculum is a series of school experiences which have effect on the behavior of the child" support the concept of the teacher as the guidance worker.

This edition is 200 pages shorter than the 1952 one, primarily because of less emphasis on human growth and development. As a result, the treatment of the psychological and sociological orientation of guidance suffers. The presentation of guidance techniques should make the volume a valuable reference for the teacher. Summaries, questions and bibliography at the close of each chapter are well done and useful. Case studies and other examples are effective and adequate in number. Illustrations of typical guidance programs which appear elsewhere in the literature could be omitted by presenting the appropriate reference. The chapter on guidance in groups is excellent, while the omission of a permanent



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educational history in the chapter on records and reports is a weakness.

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Reviewed by CARLTON L. KRATHWOHL, Assistant Professor of Education and Dean of Men, Syracuse University, N. Y.

INTEGRATING TEACHING MATERIALS.

By R. Murray Thomas and Sherwin G. Swartout. New York: Longmans, Green & Co., 119 W. 40th St., 1960. Pp. 545. \$6.75.

Planning for teaching is based on three basic steps: (1) aims or goals; (2) selection of methods, materials and activities to reach the goals; (3) evaluation of the learning.

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From there on, the book is devoted to Step 2 of the teaching plan. It guides teachers in the selection of the best materials for certain experiences. Some of the special areas dealt with in Section I are: use of textbooks, use of supplementary and reference books, and creating of reading materials for the class. Section III deals with the use of photographed materials: motion pictures; filmstrips and slides; flat pictures, taking photographs and making these media. Section IV deals with drawn and printed graphic materials. Other sections develop the use of broadcast and recorded materials, constructed materials, real-life materials, using displays and administering of a materials program.

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Integrating Teaching Materials is an encyclopedia of teaching tools used to support good teaching methods. It is not being subjective to say there has never been another book like it.—J.A.S.

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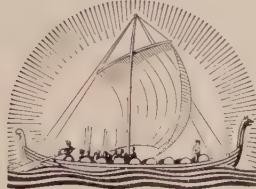
Among the Magazines

Editor, JULIA MASON HAVEN

PRIME THE PUMP WITH MUSIC. By Louise B. Hofer (Fulbright Exchange Teacher in Jeffersonville, New York). *Elementary English* (Nov. 1960), pp. 452-56.

This article, whose title caught my fancy, must be read to be appreciated. Mrs. Hofer can use a few significant words and catch the essence of a class mood—or a child's concern. Her opening paragraphs give a sample of something we have all experienced. She starts: "If, in the upper elementary grades, you have fallen heir to a group stunted by such inane tasks as 500-word compositions on 'What I Did on My Vacation,' or exploited by local organizations for five-dollar awards . . . do not lose faith in your intuition that each child harbors an interesting reservoir of experiences, heightened or lightened when shared with others . . .

"Our moments of silence were regularly bricked-in by the boomerang of an enthusiastic math teacher north of us, the parade through



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the halls (to every place), a public address system, flooding us with frequent announcements of general disinterest . . ." (She forgot the air tattoo of jet planes!)

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(I should like to meet you, Mrs. Hofer).

LET'S STOP PLAYING POLITICS WITH OUR CHILDREN'S EDUCATION! *Editorial, Redbook (Jan. 1961).* The editors of Redbook have written a sharply thoughtful statement on support for education in our nation. In two brief columns they pose many important points:

1. Why has Congress failed to furnish aid to education? Virtually every group concerned with school problems has agreed that the government must provide some type of aid, and *both major parties wrote it into the platform.*

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5. The United States Chamber of Commerce leads the opposition to federal school aid.

6. If school construction can be supported by federal aid, why can't teacher salaries be given federal aid?

7. Now is the time to insist that Congress stop playing politics with our children's future!

Many professional journals have referred to this editorial. Most of us will want to read it for our own evaluation.

TEACHER PREPARATION IN READING.

By Ruth Strang. Journal of Developmental Reading, Quarterly for the Improvement of Reading (Autumn 1960), pp. 53-7. Schools of education and teachers' colleges are failing to meet the need in preparing teachers to teach reading in elementary, junior and senior high schools, as well as colleges! In Miss Strang's words, "the bottleneck has been, and still is, in the schools of education and teachers' colleges."

While elementary school teachers have some training in teaching beginning reading, the approaches, materials and appeals to be used with young teenagers are neglected. One course at the elementary and secondary level is not enough to provide essential educational study and practice for this most vital learning skill.

A study of some ninety-five institutions of higher learning gave a rather alarming record of how little time is being given to prospective teachers for teaching of reading through high school and college. Perhaps this can encourage a re-examination of course offerings on the basis of real needs of teachers in the immediate year for further planning.

WHAT RESEARCH SAYS ABOUT FOREIGN LANGUAGES FOR CHILDREN.

By John B. Carroll. The National Elementary Principal (May 1960), pp. 12-15. "Despite the increasing popularity of foreign-language instruction in the elementary school (FLES) research has thus far said very little either about what benefits can be expected of such programs or about how to conduct them." Mr. Carroll opens his article with this rather startling statement. He continues by suggesting research on language aptitudes of children; studies of individual differences in for-

eign language abilities; effectiveness of the oral approach as spoken versus grammar; and follow-up studies among high school and college students who had foreign language instruction in elementary school.

Some of the strong criticisms of foreign language teaching in our elementary schools have been the lack of purpose for learning the language, the inability to use the foreign language daily in an experiential social setting, and the limited knowledge and fluency of the language of most foreign language teachers in the elementary schools.

Fluency and understanding of a foreign language require daily usage, preferably among those who speak the language as a "native tongue." Knowledge of other languages is considered highly desirable in our shrinking world—however, the place, the method and the purpose for teaching a foreign language in the daily curriculum should be carefully evaluated.

A thought-provoking article, well worth your time for study!

CONCERN FOR A DYNAMIC IMAGE. *By*

Paul C. Reed. Educational Screen and Audio-Visual Guide (Nov. 1960), p. 582.

Much discussion is in process—intellectually, professionally and politically—about the concern for the "projected image" of a man, an idea or a basic value. Mr. Reed has the opening editorial of the November issue of the above-named journal and, while he is directing his remarks specifically to the audio-visual educator, he offers a significant challenge to every educator as well as every human being.

I should like to present a few of his statements and encourage the readers to use them in varied ways. These sentences are not in sequence but in different paragraphs.

"The creation of the image is the task of the individual . . . it is not a task for professional image makers." ". . . a dynamic image cannot be created from a tintype character on a treadmill." "The lawyer, the doctor, the artist, the teacher, and other(s) must be concerned about their images because this determines their prestige, their self esteem, and their incomes too." ". . . the image . . . the quality of the image . . . must resemble reality as closely as possible."

Over the Editor's Desk

Dear Readers:

I'll venture to say that you have sung a certain song with great gusto hundreds of times since you learned it as a young child. You may even have tried to gleefully sing it long before you could carry a tune. Oldsters sing this song lustily, unabashed by their cracking and quivering voices. This does not dampen their spirit or the purpose for which the song was intended.

Although such groups as Rotarians, Zionists and PTA'ers may sing this song on occasion at luncheon meetings, I have known it to be sung in such formal settings as a stately dining room aboard a steamship on the high seas with full orchestration. However, more often folks sing it spontaneously in their homes *without* accompaniment. Certainly children love to sing it in their classrooms on frequent occasions. This is a song which cuts across all lines of class distinction. It is effective in creating good will whether at a gathering in a vine-covered cottage or in a mansion overlooking a river.

Yes, it appeals to all ages, to all strata of society, to those in all stages of musical ability from non-musical to musical, and most of all to those who are young at heart. And this is as it *should* be for it was composed by one who, although not noted as a composer, had great understanding of young and old. She won an outstanding place in early childhood education in teaching and leading others to study children and how they learned.

This gay, beloved and understanding woman was none other than Patty Smith Hill, composer of "Happy Birthday." You will remember these six words put into a well-constructed singable tune:

Happy Birthday to you
Happy Birthday to you
Happy Birthday dear.....
Happy Birthday to you.

What most of us do not realize is that the tune of the birthday song first began as "Good-Morning to All," a greeting song composed by Miss Hill and her sister Mildred early in their careers (1896) as kindergarten teachers in Louisville, Kentucky.¹ This greeting song was

¹ "Good-Morning to All," by Mildred J. and Patty Smith Hill, can be found in *Songs Children Like—Folk Songs from Many Lands* (Washington, D. C.: Association for Childhood Education International, 1954 and 1958). It was originally published in *Song Stories for the Kindergarten*, by Mildred J. and Patty Smith Hill (Chicago: Clayton F. Summy, 1896).

used to open kindergarten children's day throughout our land. Not until later when a birthday song was needed to satisfy the desire of five-year-olds for recognition was the same melody adapted by Patty Smith Hill to the birthday song. It was the birthday song which caught the spirit of an important and dramatic event and became associated with a birthday cake. It soon earned its "place in the sun," for its popularity spread not only to *children* of all ages but to *adults* of all ages. Is this a testimonial to the fact that satisfaction of the need for recognition continues throughout the lifetime of individuals?

The birthday song's universality is increasing as it fast becomes known and loved in other lands. Not long ago I saw a Japanese film and was pleasantly surprised to find "Happy Birthday" heartily and spontaneously sung by young Japanese women attending a birthday party given in a restaurant. This makes me wonder: Into how many languages has "Happy Birthday" been translated?

Many years later when Patty Smith Hill was teaching at Teachers College, Columbia University, New York, she studied in Germany with the widow of Friedrich Froebel, founder of the kindergarten. She later developed a set of blocks which became known as the Patty Hill Blocks. Agnes Burke, first-grade demonstration teacher, and Charlotte Garrison,² kindergarten demonstration teacher, Horace Mann School, carried out experiments in order to perfect the blocks for use by young children. Patty Smith Hill became head of the Nursery School, Kindergarten, First-Grade Department and taught adult classes at Teachers College. She became one of the great leaders of early childhood education, believing that children needed conditions suitable for education "in the beginnings of self-government, wide opportunities . . . for learning from each other, through their own experience, with emphasis being laid upon initiation and execution of their own purposes and plan."³

Patty Smith Hill established many cooperative nursery schools and kindergartens in the housing units of New York. This meant finding funds from many sources. However, she

² The Editor acknowledges the helpful suggestions from Agnes Burke and Charlotte Garrison.

³ Hill, Patty Smith. *A Conduct Curriculum for Kindergarten and First Grade* (New York: Charles Scribner's Sons, 1923).

did not lack ingenuity in finding unique, creative ways to finance them.

The story is told that Patty Smith Hill, attending a Broadway play one night, was astonished to find her "Happy Birthday" song used. As she listened a plan began to formulate in her mind. She made no mention that night of her intentions. Later she filed suit against the producer of the play for using her copyrighted composition without obtaining her permission. She asked a large sum of money and won the case. This sum was immediately turned into appropriate use for young children for whom "Happy Birthday" had originally been composed. New nursery schools and kindergartens were started in the housing units of New York where they were urgently needed. Materials and equipment were purchased for them with these funds and with royalties from the song.

Patty Smith Hill had a way of turning her talents into good for the sake of young children. Just as she was a master teacher of young children, so she was a master teacher of adults. I deeply appreciated the privilege of hearing her talk a number of times after her retirement when I was doing graduate work. I recall remarking at the end of a lecture attended by about a dozen or so graduate students, "How I wish everyone at home teaching young children could have heard Patty Smith Hill today! What a pity only a few heard her!" What she taught was never to be forgotten.

Having heard her lecture and discuss educational problems as well as having met her at college socials, I find it is not difficult to picture her having a flair for the dramatic. When Queen Marie of Roumania requested a visit to the Horace Mann Kindergarten to see the work being done with young children, the class was called back for a special afternoon session for this purpose. All was in readiness for the Queen's visit. A big fire blazed in the kindergarten fireplace. The proverbial red carpet was rolled out; no detail in the preparation had been neglected. Excited children pressed their noses against classroom windows watching for the Queen. Time passed. But no queen arrived. It was then that Charlotte Garrison, kindergarten teacher, decided that this high pitch of excitement was too great an emotional strain for the five-year-olds to withstand. Something *had* to be done to bring their anticipation to fruition. With no thought to deceive but rather to culminate the children's anticipa-

tion and give some consolation for their efforts, Miss Hill was invited to come in and visit the children. Looking more queenlike than a real queen, dressed in a bright foreign embroidered dress and bedecked with colorful costume jewelry, Miss Hill made her usual stately entrance and spoke to and shook hands with each and every child! The children were delighted to meet her. Although she had been introduced as a friend and teacher at the college, they felt certain anyone so gracious and so beautifully dressed *was* a queen. They asked where her crown was, but her explanation did not dispel their beliefs. The teachers did not realize what an impression Miss Hill had made until later in the year when she reported that the children usually greeted her in the hall with, "How are you, Queen?"

Miss Hill's love was not for humans alone. It encompassed all living things. "Green thumbers" will appreciate the story about her sympathy for rose bushes thrown in ash cans along the streets of New York after Easter. These she carefully took home, later carried out to her country place in Croton where they were planted. They all grew and flourished beautifully. She could have won a prize at any flower show with what she called her "garbage roses."

Many whose interest lies in early childhood education know that Patty Smith Hill is one of the outstanding educators who dedicated her life to freeing young children from the shackles of a stilted, formalized kind of education. Many know that it is she who had the courage to put the principles of democracy into practice in a classroom. Few, however, know that she is the composer of "Happy Birthday," the song which never fails to increase the spirit of good fellowship and bring the glow of pride and joy to the hearts of young and old alike. This contribution touches the lives of millions and it increases in momentum as the song travels around the world.

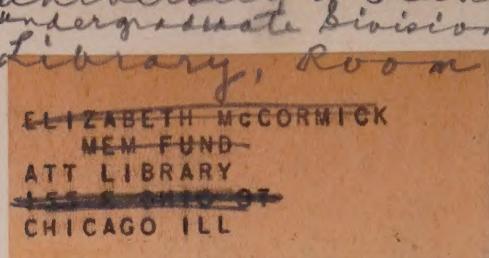
P. S. Patty Smith Hill's nephew, Archibald A. Smith, currently a language consultant in Japan, had an opportunity to check above facts. He writes: "It may interest you to know that here in Japan I have heard the Rotary Club gayly singing 'Happy Birthday.' A recent set of texts in English constructed for junior high students begins with 'Good Morning Dear Teacher.' . . . I have been accustomed for years . . . to people who insist that 'Happy Birthday' is a folksong."

Sincerely,

Margaret Brasmussen

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